

Student/School Learning Objectives Guidebook 2015-16

About the SLO Guidebook

Version 3, summer 2015

The Department of Public Instruction (DPI) has developed this guidebook, as part of the WI SLO Toolkit resources, in response to local districts' requests for supplemental resources related to the Student/School Learning Objectives (SLO) component of the Educator Effectiveness System. DPI intends that the contents within this guidebook and any related curriculum be a free resource for district staff.

This guidebook and other resources included in the SLO Toolkit will change to reflect any revisions made to the SLO process or the larger Educator Effectiveness System (when necessary).

Wisconsin Department of Public Instruction Educator Effectiveness System

<http://ee.dpi.wi.gov>

I. Introduction

Purpose of Educator Effectiveness

Research consistently identifies effective teaching and instructional leadership as the most important school-based factors affecting student learning. Every child in every community deserves excellent classroom teachers and building leaders. Every educator deserves a specific, individualized roadmap to help move his or her students and professional practice from point A to point B. The Wisconsin Educator Effectiveness System serves as that roadmap. The System improves teacher and principal evaluation systems to provide educators with more meaningful feedback and support so they can achieve maximum results with students. In short, Wisconsin created the Educator Effectiveness System to improve support, practice, and outcomes.

Overview of Student Learning Objectives

An effective educator can change the course of a student's future. Evidence has shown that setting rigorous and ambitious goals for student achievement, combined with the purposeful use of data, can lead to greater academic growth and performance by students. Drawing upon this research, Wisconsin's Educator Effectiveness System includes Student/School Learning Objectives (SLOs) as a means to emphasize the importance of processes associated with setting, monitoring, and reflecting upon rigorous goals for student growth. Unlike most states, Wisconsin not only prioritizes the ability of educators to meet their student growth goal, but also the processes used in order to do so. It is through the focus on and conversations about process that educators learn and grow.

SLOs: An Annual Goal-Setting Process

An SLO is a detailed, measurable goal developed by educators in collaboration with their evaluator and/or colleagues to address identified student needs across a specified period of time (typically an academic year). Within the Educator Effectiveness System, educators set a minimum of one SLO every year.

SLO Toolkit and Guidebook

DPI has created a series of supplemental training resources to support the SLO process. The [Coaching Conversations Toolkit](#) provides resources to support the coaching of colleagues through SLO development, monitoring, and scoring. If you or your staff already demonstrated understanding and ability to set SLOs, [Creating SMART SLOs](#) offers a more advanced, "deep dive" into the development of SMART (Specific, Manageable, Attainable, Results-Based, and Time-Bound) SLOs.

Resources found within the 2015-16 SLO Guidebook:

- SLO Planning Template
- SLO Assessment Guide
- SMART Goal Guidelines
- SLO and Outcome Summary Process and Scoring Guide

The following sections within this guidebook will detail SLO development, progress monitoring, and scoring to guide educators through the evaluation process.

II. Overview of the SLO Process

Beginning of the School Year: Goal-Setting

The SLO process takes place over the period of time an educator serves a group of students—most commonly across the school year. The process begins at the start of the school year with the educator reviewing and reflecting on data, setting a rigorous goal, and participating in a formative, collaborative conversation with a peer or evaluator (Supporting Year or Summary Year, respectively) regarding the development of the goal and its rigor.

STEP 1: EVALUATION SCHEDULING

In late August or early September, district and school administrators should schedule and confirm evaluation events with Summary Year educators: the Planning Session; observations; the Mid-Year/Mid-Interval Review; and the End of Cycle Summary Conference.

Educators in their supporting year should schedule and confirm evaluation events with an evaluator or peers: the Planning Session; the Mid-Year/Mid-Interval Review; and an end of year conference.

For yearlong SLO goals, the Planning Session should occur within the first six to eight weeks of the school year. For shorter intervals, this will need to occur sooner.

STEP 2: DATA REVIEW, REFLECTION, AND GOAL-SETTING

The EE System requires educators to participate in an annual SLO process. Each of the steps involved in preparing SLOs should adhere to the guiding questions and criteria specified in the [SLO and Outcome Summary Process and Scoring Guide](#) as it provides key questions and criteria that evaluators will review in preparation for the Planning Session.

Developing a Quality SLO

Review Student Data and Identify Target Population—To focus on improving student outcomes, educators must first review relevant student and school data to identify an area of academic need and a targeted student population. Possible data sources can include, but are not limited to, standardized test data, classroom data, and other qualitative and quantitative data. These sources will help to identify trends and patterns within a student population in order to determine the potential target population and focus of the goal. (Note: After a shift in the outcome measures and summary process, educators are now required to review certain measures, in addition to those identified locally, as part of the SLO development.) A baseline assessment will need to be administered (at the start of the SLO interval) in order to establish the target population's current level of progress as it relates to the goal. Baseline evidence sources could include teacher-developed common assessments such as pretests and performance rubrics, as well as more formal, district-adopted assessments such as STAR, MAP or AIMSweb, providing educators can administer them periodically throughout the interval. Educators must document the baseline data, including the target population's current level of skills and abilities in relation to the targeted learning area at the beginning of the SLO interval. Educators should use the same type of assessment at the mid-interval, and at the end of the interval to measure growth at key points within the SLO interval. Note: SLOs do not need to apply to 100 percent of students in a school (principals) or a class (teachers); however, educators should provide a clear justification within the rationale for focusing

on a selected subgroup of students. The target population can span across multiple class periods, or be contained within one class period of students.

Identify Desired Growth for Target Population—Determining appropriate growth targets is not an exact science. Educators should consider historical data and collaborate with peers to determine appropriate growth gains for students. Students within a target population are likely to have differing levels of mastery at the beginning of the SLO interval. It is important that the educator identify the beginning level of mastery of the target population(s), as determined by the baseline assessment, as well as the desired growth target(s) for all students included in the SLO goal.

Identify the SLO Interval—Next, educators must identify the SLO interval. An SLO interval typically extends across an entire school year, but shorter intervals are possible (e.g., semester for secondary school academic outcomes). The interval must reflect the duration of time an educator is responsible for the target population's instruction. When shorter intervals are appropriate, the SLO process should be decreased proportionally (e.g., Mid-Interval Review occurs halfway through a semester for a semester-long interval, rather than halfway through the school year). While it may be appropriate for principals to set long-range goals, SLOs must be assessed and scored annually. Long-range goals should be broken down into achievable, yearly short-term goals for use within the SLO process. Educators may use an SLO goal statement again in subsequent years if data analysis demonstrates the same academic need in the new group of students. However, educators must administer a new baseline assessment and establish new growth targets (appropriate to the new set of students).

Plan for Formative Assessment Strategies—DPI recommends all educators (teachers and principals) utilize a balanced approach to assessment throughout the SLO interval. Specifically, formative assessment strategies must be used throughout the interval in order to adjust instruction or leadership strategies as needed. This may include district standardized assessments, district-developed common assessments, teacher or team-developed assessments, and/or portfolios or projects of student work (when accompanied by a rigorous scoring rubric that provides a comparison of progress over the course of the interval). For more information see the DPI guidance document *Balanced Assessment Framework*.

Establish SMART SLO Goal Statements—Next, educators must establish SLO goal statements. Drawing upon baseline assessment data, educators will first determine whether to develop a differentiated or tiered goal due to varying student needs across the population, or a single goal for a more specific subset of the student population. While educators might develop non-differentiated goals in situations where the population starts with very similar levels of prior knowledge or baseline data, DPI anticipates that differentiated growth targets will become the norm as teachers accumulate sufficient data and become accustomed to the SLO process. Educators will draw upon existing data to determine an ambitious but attainable, measureable academic growth goal for the targeted population. SLO goal statements should be Specific, Measurable, Attainable, Results-based, and Time-bound (SMART) academic growth goals. For more information on how to set SMART SLO goals, see the *Creating SMART SLOs Toolkit* within the *EE Professional Learning on Demand Library*.

Determine Strategies and Supports—The educator will document the instructional (teacher) or leadership (principal) strategies and supports necessary to meet the goal specified in the SLO. These might include collaborative efforts between the educator and teams of educators, coaches,

peers, or the Curriculum and Instruction Director. These strategies can inform educator practice goals developed as part of the professional practice goal-setting process.

Once educators have completed the SLO plan, they will enter the SLO information into the appropriate online platform for review by an evaluator or peer in preparation for the formative, collaborative coaching conversations.

Additional Considerations When Developing a Quality SLO

SLOs for Unique Content Areas or Student Populations

In general, the same principles hold true for all educators who fit the definition of “teacher” and “principal” (See Decision Flowchart). DPI considers SLOs the first statewide initiative that validates the work of all educators, not just those teaching tested grades and subjects. SLOs provide ALL educators an opportunity to inform their evaluator, peers, and the state of what their students should know and be able to do, how this is measured, and how their professional practice supports those outcomes. DPI will not prescribe educator SLOs—all educators should review their student data and the appropriate learning standards, identify a target population and expected levels of growth, and measure progress with evidence sources appropriate to their content area. For SLO examples and guidance relevant to mandated educators serving in unique roles and contexts see the DPI Toolkit Educators Serving in Unique Roles and Contexts.

SLO and IEP Goals for Special Education Students

IEP goals are highly personalized for individual students, whereas SLOs are long-term academic goals for groups of students. Though there may be overlap in the content, assessments, or evidence used for SLOs, IEP goals cannot be directly fed into SLOs, and it is important to keep the two systems and related goals distinct.

Similarly, SLO goals for special education students must be academic in nature, rather than behavioral. Behavioral goals are allowable only to the extent that they are integrated with and support clearly defined academic goals for the growth of special education students.

Aligning District, School, and Teacher Goals

DPI does not require the alignment of a teacher’s SLO to a principal’s SLO, but is an option for districts, if they choose. Consider the following vignette:

A WI district data retreat was held in July. Elementary, Middle, and High School building principals from across the district engaged in an analysis of the district’s Measures of Academic Progress (MAP) data, and identified areas of concern related to literacy. After closer review, the building principals recognized that reading comprehension was a specific area of concern. The building principals were so concerned about the district’s data and results that they determined each teacher and building principal should focus their SLO around literacy.

The Superintendent asked that the principals engage in a root cause analysis to determine what might be the obstacle to reading gains in reading comprehension within their own building contexts. The root cause analysis revealed different causes at each of the buildings. Some building leaders determined that the root cause analysis showed an issue that required change at the building level, and could be addressed primarily through their own goals for the year. Other leaders revealed patterns that showed the literacy issue might be better addressed at the classroom level,

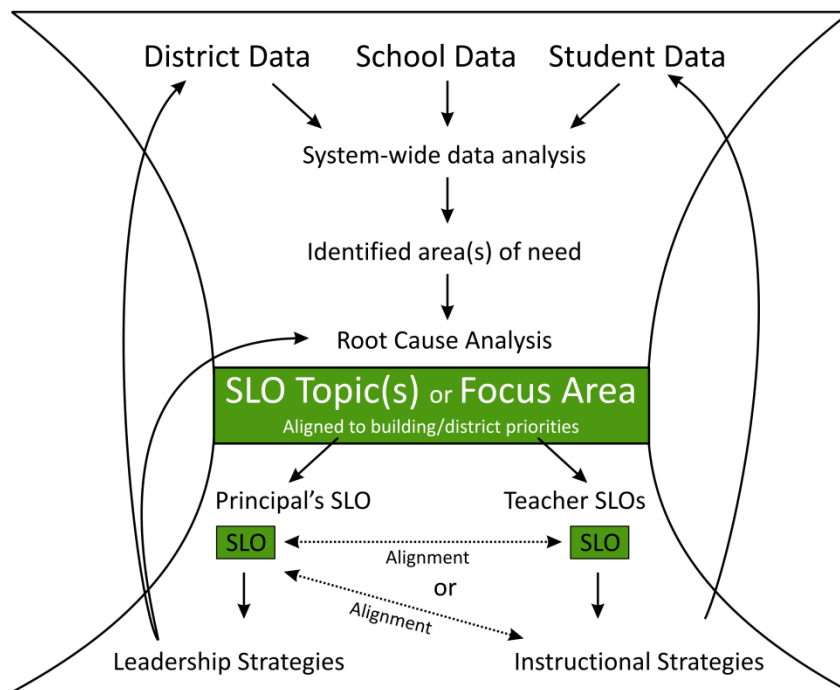
and discussed how to best approach alignment of teacher SLOs across content areas with their own principal SLO.

In order to address the issue of literacy as a building-wide, shared goal, some principals shared that data with their full faculty, and through building-wide analysis and reflection, asked them to create 3-5 PLC groups for the year. Teachers created the groups, and once established, these buildings had PLC groups that each addressed different aspects of the problem, but that also gave every teacher the ability to choose a group based on how they were able to access students and positively impact student growth in literacy.

While alignment of a principal SLO to a teacher SLO might offer leverage with student outcomes within an area of concern, there are implications:

- Does the teacher have appropriate professional development /training in understanding, aligning, and implementing instruction based on appropriate standards to meet the SLO?
- Does the teacher have access to appropriate classroom level assessments that can be administered at the beginning, mid, and end of the SLO interval?
- Will that assessment reveal student growth directly related to that teacher's instruction?

Teacher SLO goal statements do not have to match that of the principal SLO goal statement in order for a teacher SLO to support a principal SLO goal. The alignment might be better suited within the instructional strategies section of the SLO.



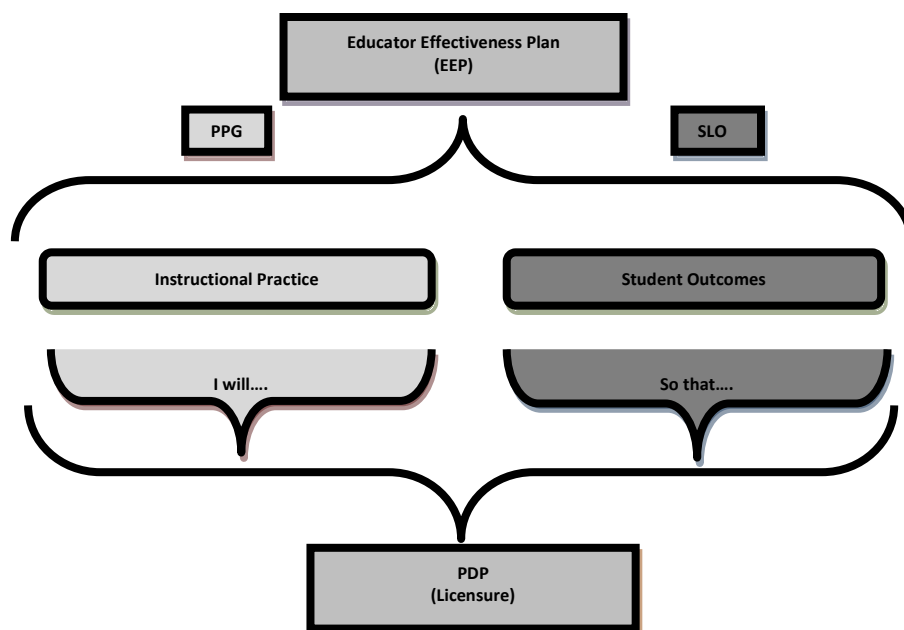
Goal Alignment: Professional Practice Goals and SLOs

Educators will annually set at least one professional practice goal and one SLO goal as part of the larger Educator Effectiveness Plan. While it is important that these goals are separate—one focusing on the educators' practice, the other focusing on increasing student achievement, educators can use one to inform the other.

Goal Alignment: Professional Development Plan and Educator Effectiveness Goals

Professional Development Plan Goals (PDP) align with the Wisconsin Educator Standards and are broad goals that allow the educator to continue work within the goals in the event that the educator changes districts, buildings, or grade levels. The PDP goals reflect both instructional strategies (I will....) and student outcomes (so that my students...).

While licensure and evaluation must remain separate processes due to legal requirements in state legislation, the process of setting goals for licensure can and likely will relate to the goals identified within the Educator Effectiveness System.



STEP 3: PLANNING SESSION

For yearlong SLO goals, the Planning Session should occur in *September or October*. For shorter intervals, this will need to occur sooner.

In the Summary Year, the educator meets with the evaluator in order to review Supporting Year SLOs and the goals set within the Summary Year Educator Effectiveness Plan (EEP). Drawing upon the [SLO and Outcome Summary Process and Scoring Guide](#), educators work collaboratively with their evaluator to review SLOs from Supporting Years, as well as discuss and further develop the Summary Year SLO.

In Supporting Years, educators work collaboratively with their evaluator or a peer, drawing upon the [SLO and Outcome Summary Process and Scoring Guide](#), to discuss and further develop one SLO.

At the end of the Planning Session, educators should document the goal within the appropriate online platform.

Across the School Year: SLO Review and Feedback

STEP 4: EVIDENCE COLLECTION AND ONGOING FEEDBACK

Ongoing evidence collection should take place from *October through May*. Over the course of the school year, educators collect evidence of their SLO implementation process, as well as progress toward meeting the SLO goal to discuss collaboratively with their peer and/or evaluator (Supporting Years and Summary Years, respectively).

Evidence Collection

Throughout the SLO interval, educators collect evidence of students' progress towards the goal. Based upon the data collected, educators may adjust the instructional or leadership strategies

utilized to ensure that students meet classroom and school expectations, as well as determine if the target population(s) for the SLO is progressing toward the stated objective(s). Evidence can include, but is not limited to, results from benchmark assessments, student work, class discussion, student work samples, and educator-created assessments.

Additionally, educators must document the processes used to monitor student progress towards the goal, adjustments to instruction based on findings, reflections on practices, and other evidence of the processes used to implement and learn from the SLO process.

STEP 5: MID-YEAR/MID-INTERVAL REVIEW

In *December or January*, the educator will meet with peers and/or evaluators (Supporting Years and Summary Years, respectively) for a formative review of progress toward meeting his or her SLO goal during the Mid-Year/Mid-Interval Review. In cases where the SLO interval is shorter, a Mid-Interval Review is needed halfway through the interval.

Drawing upon the [SLO and Outcome Summary Process and Scoring Guide](#), educators work collaboratively with peers and/or evaluators (Supporting Years and Summary Years, respectively) to monitor the implementation process, as well as student progress towards SLO goals.

The Mid-Year/Mid-Interval Review provides the educator an opportunity to adjust the SLO goal in response to unforeseen or mitigating circumstances, which may have negatively affected progress towards the SLO goal. Evaluators may also suggest that educators adjust instructional or leadership strategies to overcome mitigating circumstances. Examples of mitigating circumstances might include (but are not limited to) a teacher who is absent on an extended medical leave, an excessive number of students who leave mid-year, or an event that significantly changes the school culture.

Educators and evaluators will document all evidence, as well as any changes to the SLO, within the appropriate online platform.

End of School Year: Final Summary Process

STEP 6: REVIEW AND SCORE SLOs

At the end of the SLO interval, educators draw upon all documented evidence of their SLO implementation process and student progress, as well as the [SLO and Outcome Summary Process and Scoring Guide](#), to inform the selection of a self-score using the revised Scoring Rubric (located within the [SLO and Outcome Summary Process and Scoring Guide](#)). Educators document the score in the appropriate online platform. This occurs in both the Summary Year and the Supporting Years.

At the end of the Effectiveness Cycle, evaluators review documented evidence of implementation process and student progress towards all of an educator's SLOs (supporting years and summary years). Evaluators draw upon the [SLO and Outcome Summary Process and Scoring Guide](#) to inform the determination of a holistic score based on the preponderance of evidence. Evaluators document the overall score in the appropriate online platform. During the End of Cycle Summary Conference, evaluators discuss the SLO implementation and progress across the Effectiveness Cycle and the resulting holistic score with the educator.

III. Moving Forward

Potential Next Steps

Educators developing their SLO for the 2015-16 school year can use the following checklist to guide them through the SLO process at the appropriate time period within the educator evaluation cycle.

Note: The timeline and dates will vary for schools and/or districts with year-round programs, semester-long classes, and other non-traditional school schedules.

Summary Year Timeline	Task	Completed
September-October	Administer appropriate baseline measure of student knowledge (e.g., pre-test measure or other) and set growth targets for SLO.	
September	Review student-level data to identify area(s) of need for SLO.	
September	Determine whether students' needs are best addressed by individual and/or team SLOs.	
September	Identify targeted student populations, standard to which SLO is aligned, and evidence source(s).	
September-October	Complete SLO planning process and submit SLO information to evaluator through the appropriate online platform.	
October	Engage in Planning Session with evaluator to review SLO and revise as needed. Begin to implement SLO.	
November-April	Monitor student progress.	
January	Complete and submit Mid-Year/Mid-Interval Review Form and related evidence through the appropriate online platform.	
January	Engage in Mid-Year/Mid-Interval Review of SLO progress with evaluator and adjust SLO growth target if needed.	
April-May	Administer appropriate end-of-term measure of student knowledge (e.g., post-test, scoring of portfolio or performance assessment, etc.).	
April-May	Self score SLO, complete End-Of-Year Review Form and submit evidence through the appropriate online platform.	
May-June	Engage in End of Cycle Summary Conference with evaluator to discuss SLO growth and overall SLO score with supervisor.	
June 30	Deadline for entering summary scores into the appropriate online platform.	

IV. Resources

Definitions of Key Terms

Artifacts: Forms of evidence that support an educator's evaluation. They may include lesson plans, examples of student work with teacher feedback, professional development plans and logs of contacts with families. Artifacts may take forms other than documents, such as videos of practice, portfolios, or other forms of evidence.

Assessment/Evidence Source: Evidence sources include common district assessments, existing standardized assessments not already included as student outcomes within the Wisconsin Educator Effectiveness System (e.g., standardized, summative state assessment and standardized district assessment data), teacher-designed assessments, work samples, or portfolios, and other sources approved by the evaluator.

Attainment: "Point in time" measure of student learning, typically expressed in terms of a proficiency category (advanced, proficient, basic, minimal).

Balanced Assessment System: The combination of assessments and evidence (formative and summative) collected during the SLO interval in order to monitor student progress toward meeting SLO goals.

Baseline: Measure of data the beginning of a specified time period, typically measured through a pre-test measure at the beginning of the year.

Benchmark (Interim) Assessment: Periodic diagnostic or progress assessments that benchmark and monitor progress.

Consecutive Years: Each year following one another in uninterrupted succession or order.

Educator Effectiveness System: Its primary purpose is to support a system of continuous improvement of educator practice, from pre-service to in-service, which leads to improved student learning. The Educator Effectiveness System is legislatively mandated by 2011 Wisconsin Act 166.

Evidence Collection: The systematic gathering of evidence that informs the evaluation of an educator's practice. In the Educator Effectiveness System, multiple forms of evidence are required to support an educator's evaluation.

Evidence: Assessment or measure used to determine progress towards an identified goal.

Formative Evaluation: The systematic gathering of information with the purpose of understanding an educator's strengths and areas for development in order to improve teaching and learning.

Goal Statement: Specific and measurable learning objective that can be measured over a specific designated interval of time (e.g., quarter, semester, year).

Interval: Period of time over which student growth will be measured under an SLO (the duration of time an educator is responsible for the academic growth of students; typically an academic year, although other intervals are possible).

Learning Content: Content drawn from Common Core State Standards, Wisconsin Model Academic Standards, 21st Century Skills and Career and College Readiness Standards, or district standards. The learning content targets specific academic concepts, skills, or behaviors that students should know as of a given point in time.

Learning Strategies: Appropriate instructional strategies intended to support student growth for the targeted population within a teacher's SLO.

Instructional Strategies: Appropriate building leadership strategies intended to support student growth for the targeted population within a principal's SLO.

Mastery: Command or grasp of a subject; an expert skill or knowledge.

Mid-Year/Mid-Interval Review: A formal meeting scheduled by the evaluator at the mid-point of the SLO interval. During this (Summary Year) meeting, the evaluator may discuss adjustment of the expected growth specified in an SLO based upon clear rationale and evidence of need. In Supporting years, this is done with a peer.

Orientation: The first step in the Educator Effectiveness evaluation process, the Orientation takes place prior to or at the beginning of the school year. Educators review the use of their professional practice frameworks, the related tools and resources, timelines for implementation, and expectations for all participants in the system.

Post-test: Assessment administered at the end of a specified time period, as specified under an SLO.

Pre-test: Initial, or baseline, measure typically administered at the beginning of the academic year. This can include a formal pretest, information from the prior year, work samples, or other available data.

Professional Practice Goals (PPG): A PPG is a goal focused on an educator's practice. Teachers will develop one practice-related goal annually. This goal is not scored, but serves to align an educator's SLO to his or her professional practice.

Progress Monitoring: The process during which educators review the target population's progress towards an identified goal using assessment data or other evidence sources.

Rigorous: Expectations for growth towards a goal, as specified in an SLO that establish high standards yet are attainable.

Student/School Learning Objectives (SLOs): Rigorous, yet attainable goals for student learning growth aligned to appropriate standards set by individual educators. Educators must develop an SLO based on a thorough review of needs, identification of the targeted population, clear rationale for the amount of expected growth, and the identification of specific instructional strategies or supports that will allow the attainment of the growth goals. The ultimate goal of SLOs is to promote student learning and achievement while providing for pedagogical growth, reflection, and innovation.

Targeted Growth: Level of expected growth, or progress towards an identified goal, made by target population. Growth targets may be differentiated within a target population.

Target(ed) Population: Group(s) of students for whom an SLO applies.

Wisconsin Student Learning Objective Planning Template

After reviewing data and identifying the student population for whom the SLO will apply, create a Student Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Baseline Data and Rationale: *(What source(s) of data did you examine in selecting this SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

Learning Content and Grade Level: *(What content standards are relevant to/related to/ in support of your goal? Is this content reinforced throughout the interval of this goal? Did you identify the national, state, or local standards relevant to your role in the district?)*

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

Interval: *(Does the goal apply to the duration of the time you spend with your student population (ex. Year, Semester, Trimester, etc.?)*

Assessment/Evidence Source(s): *(What benchmark assessments will you use (pre-instruction, mid-interval, post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

SLO Goal Statement: (Goal should be SMART: *Specific, Measurable, Attainable, Results-based, and Time-bound*)

Instructional Strategies and Support: (*What professional development opportunities support this goal? What instructional methods will you employ so that students progress toward the identified growth goal? How will you differentiate instruction to support multiple growth goals within your population? How might you collaborate with in order to support the unique learning needs within your group?*)

Wisconsin School Learning Objective Planning Template

After reviewing data and identifying the student population for whom the SLO will apply, create a School Learning Objective. Submit the SLO Plan to your evaluator prior to the Planning Session.

Subject Area/Grade Level

Baseline Data and Rationale: *(What source(s) of data did you examine in selecting this SLO? What issues related to student equity can be seen through the data review? Summarize trends and patterns from your data review. If this is the same SLO as you submitted last year/semester/interval, please provide justification for why you are repeating your goal. Did you consider both qualitative and quantitative data?)*

Learning Content and Grade Level: *(What content standards are relevant to/related to/ in support of your goal? Is this content reinforced throughout the interval of this goal?)*

Student Population: *(Which students are included in the target population? How does the data analysis support the identified student population?)*

Targeted Growth: *(Have you identified the starting point for each target student? How did you arrive at these growth goals?)*

Interval: *(Does the goal apply to the duration of the time your teachers spend with the relevant student population (ex. Year, Semester, Trimester, etc.?)*

Evidence Sources: *(What benchmark assessments will you use (pre-instruction, mid-interval, post-instruction)? What formative practices will you use to monitor progress throughout the interval? What summative assessment will you use to determine student growth at the end of the interval? Is the assessment: Aligned to the instructional content within the SLO? Free of bias? Appropriate for the identified student population?)*

SLO Goal Statement: (Goal should be SMART: *Specific, Measurable, Attainable, Results-based, and Time-bound*)

Leadership Strategies and Support: *(What professional development opportunities (for yourself, or the teachers you lead, or both) support this goal? What instructional leadership methods will you employ so that students progress toward the identified growth goal? How will your teachers differentiate instruction to support multiple growth goals within your population?)*

SLO Assessment Guidance

Those preparing SLOs have substantial autonomy in selecting evidence sources for documenting the growth toward identified goals. The review of an SLO goal should include a review of the assessments and evidence that will be used to monitor progress over the SLO interval. This does not mean that an educator can use **any** source of evidence. Collecting SLO evidence should be intentional, and include a [Balanced Assessment](#) plan. This appendix provides guidance regarding components of quality evidence that an educator must consider when choosing assessments and sources of evidence for the SLO process.

DPI has developed an [SLO Repository](#) of high-quality, example SLOs, along with potential evidence sources for each one to identify those resources which currently exist, and to develop new resources to fill resource gaps.

Determining the Validity of SLO Assessments and Evidence

Validity defines quality in educational measurement. It is the extent to which an assessment or evidence source actually measures what it is intended to measure and provides sound information supporting the purpose(s) for which it is used. Thus, assessments themselves are not valid or invalid. The validity of assessments resides in the *evidence* provided by it and its specific use. Some assessments have a high degree of validity for one purpose, but may have little validity for another. For example, a benchmark reading assessment may be valid for identifying students who may not reach the proficiency level on a state test. However, the assessment could have little validity for diagnosing and identifying the cause of students' reading challenges. The evaluation of quality within an assessment begins with a clear explanation of the purpose(s) and serious consideration of a range of issues that tell how well it serves the purpose(s). The dynamic between an assessment's purpose and the resulting data generated by the assessment is key to determining the validity of assessments.

Assessments Should

- Be *aligned* with standards
- Provide *reliable* information for intended score interpretations and uses
- Be *proctored with consistency*
- Be *fair and accessible*
- Provide useful *reporting* for intended users and purposes

Why do we need alignment to standards?

Alignment is how well what is assessed matches what is taught, what is learned, and the purpose for giving the assessment. For assessments to provide data to assist staff in making inferences about student learning, the assessment must be aligned with the standards, inclusive of criteria from novice to mastery.

The essential issues for alignment focus on these questions:

1. How does _____ reflect what is most important for students to know and be able to do?
2. How does _____ capture the depth and breadth of the standard, noting a rigorous progression toward proficiency?
3. Is _____ aligned to the Common Core State Standards or other relevant standards?
4. Do the sequence and rigor of _____ align vertically and horizontally within the SLO?
5. What timeframe is assigned in order to have accountability for the standards within the instructional framework?

Questions to Ask About Assessments While Developing an SLO	
Content	<ul style="list-style-type: none">• How well do the items/tasks/criteria align to appropriate standards, curriculum, and the school improvement plan?• In what ways would mastering or applying the identified standards be considered “essential” for student learning?• How do the content, skills, and/or concepts assessed by the items or task provide students with knowledge, skills, and understandings that are (1) essential for success in the next grade/course or in subsequent fields of study; or (2) otherwise of high value beyond the course?
Rigor	<ul style="list-style-type: none">• In what ways do the items/tasks and criteria address appropriately challenging content?• To what extent do the items or task require appropriate critical thinking and application?• How does the performance task ask students to analyze, create, and/or apply their knowledge and skills to a situation or problem where they must apply multiple skills and concepts?
Format	<ul style="list-style-type: none">• To what extent are the items/tasks and criteria designed such that student responses/scores will identify student’s levels or knowledge, understanding, and/or mastery?
Results	<ul style="list-style-type: none">• When will the results be made available to the educator? (The results must be available to the principal prior to the end of year evaluation conference)
Fairness	<ul style="list-style-type: none">• To what extent are the items or the task and criteria free from words and knowledge that are characteristic to particular ethnicities, subcultures, and genders?• To what extent are appropriate accommodations available and provided to students as needed?
Reliability	<ul style="list-style-type: none">• Is there a sufficient number of items in multiple formats for each important, culminating, overarching skill?
Scoring	<ul style="list-style-type: none">• Does the performance task have a rubric where the criteria clearly define and differentiate levels of performance and as a result, the criteria insure inter-rater reliability?• Do open-ended questions have rubrics that (1) clearly articulate what students

Questions to Ask About Assessments While Developing an SLO	
	<p>are expected to know and do and (2) differentiate between levels of knowledge/mastery?</p> <ul style="list-style-type: none">• To what extent does scoring give appropriate weight to the essential aspects?

SLO and Outcome Summary Process & Scoring Guide

Guidance on Creating the Outcome Summary Score

Starting with the 2015-16 school year, there is a shift in scoring student outcomes in the Wisconsin Educator Effectiveness System. The System will utilize the same data and measures as before—including principal and teacher value-added (when available), graduation data, and school-wide reading. However, the method of incorporating this data into the System will change in order to better align to best practice and support continuous improvement. Currently, as standalone scores, these measures inform educators of whether they did well (or not) on a given measure, but provide no information regarding why they performed the way they did or how to improve. The shift addresses this issue by incorporating these measures in a way which informs goal-setting and provides specific feedback regarding the educator’s implementation progress and its impact on student progress.

SLOS INFORMING THE OUTCOME SUMMARY SCORE

Beginning of Year

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to develop a minimum of one SLO. The development of the SLO now must include the review of teacher and principal value-added, as well as graduation rates or schoolwide reading value-added (as appropriate to the role of the educator). Educators continue to document the goal within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

Middle of Year (or Mid-Interval)

Working collaboratively with their evaluator or a peer, educators draw upon the SLO and Outcome Summary Process Guide (see page 2) to monitor progress towards an SLO across the year and adjust instructional strategies accordingly. Educators can also use the Process Guide to consider a mid-year adjustment to the goal based on data collected through the progress monitoring process. Educators should document evidence of their SLO implementation progress and SLO implementation process to date within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

End of Year (or End of Interval)


At the end of the SLO interval, educators draw upon all available evidence of their implementation process, as defined within the SLO and Outcome Summary Process Guide (see page 2), and the impact on student progress to inform the selection of a self-score. Using the Scoring Rubric (see page 4), educators will self-score their goal and document the score within the appropriate online data management system (e.g., Teachscape or MyLearningPlan). Collaborative learning-focused conversations are required as part of the process, but flexibility exists in whom educators collaborate with in Supporting Years. However, in Summary Years, educators must conduct this process with their evaluators.

Outcome Summary Score

At the end of the Effectiveness Cycle, evaluators will review all SLOs (from the Supporting and Summary Years) and the supporting documentation prior to the End of Cycle Summary Conference as evidence towards a final, holistic Outcome Summary Score. Evaluators draw upon the SLO and Outcome Summary Process Guide (see page 2) to inform the determination of the holistic score using the Scoring Rubric (page 4). Evaluators document the holistic

score into the appropriate online data management system (e.g., Teachscape or MyLearningPlan). During the End of Cycle Summary Conference, evaluators discuss collaboratively with educators the implementation process and progress across the Effectiveness Cycle and the resulting holistic score as part of a learning-focused conversation. The holistic score is the final Outcome Summary Score.

SLO AND OUTCOME SUMMARY PROCESS GUIDE

Quality Indicators		Reflections/Feedback/Notes for Improvement
Baseline Data and Rationale		
The educator used multiple data sources to complete a thorough review of student achievement data, including subgroup analysis.		
The educator examined achievement gap data and considered student equity in the goal statement.		
The data analysis included the following data sources, as appropriate to the educator's role: principal value-added, teacher value-added, schoolwide reading value-added, and graduation rates. <i>(See guidance on page 3 regarding the use of these data sources)</i>		
The data analysis supports the rationale for the chosen SLO.		
The baseline data indicates the individual starting point for each student included in the target population.		
Alignment		
The SLO is aligned to specific content standards representing the critical content for learning within the educator's grade-level and subject area.		
The standards identified are appropriate and aligned to support the area(s) of need and the student population identified in baseline data.		
The SLO is stated as a SMART goal.		
Student Population		
The student population identified in the goal(s) reflects the results of the data analysis.		
Targeted Growth		
Growth trajectories reflect appropriate gains for students, based on identified starting points or benchmark levels.		
Growth goals are rigorous, yet attainable.		
Targeted growth is revisited based on progress monitoring data and adjusted if needed.		
Interval		
The interval is appropriate given the SLO.		
The interval reflects the duration of time the target student population is with the educator.		
Mid-point checks are planned, data is reviewed, and revisions to the goal are made if necessary.		
Mid-point revisions are based on strong rationale and evidence supporting the adjustment mid-course.		
Evidence Sources		
The assessments chosen to serve as evidence appropriately measure intended growth goals/learning content.		
Assessments are valid, reliable, fair, and unbiased for all students/target population.		
The evidence reflects a balanced use of assessment data .		
Progress is continuously monitored and an appropriate amount of evidence can be collected in time for use in the End of Cycle Summary conference. (Note: The amount of		

evidence available may vary by educator role).		
Teacher-created rubrics, if used to assess student performance, have well crafted performance levels that: <ul style="list-style-type: none"> Clearly define levels of performance; Are easy to understand; Show a clear path to student mastery. 		
Instructional (for teachers) and Leadership (for principals) Strategies and Support		
Strategies reflect a differentiated approach appropriate to the target population.		
Strategies were adjusted throughout the interval based on formative assessment and progress monitoring data.		
Collaboration with others—teachers, specialists, instructional coaches, Assistant Principals—is indicated when appropriate.		
Appropriate professional development opportunities are addressed.		
Scoring		
Accurately and appropriately scored the SLO.		
Score is substantiated by student achievement data and evidence of implementation process.		

Note: Teacher value-added data is still scheduled for first release in 2017-18. Additionally, due to the switch in assessments and assessment schedules in 2014-15, as well as the building of new statewide data systems, 2014-15 state assessment data (i.e., principal value-added and schoolwide reading value-added) will not be available at the beginning of the 2015-16 school year. As such, educators should rely on historical state assessment and value-added data from prior years that *IS* available to them to identify trends when setting goals at the beginning of the 2015-16 school year. DPI expects that the data reporting process will occur earlier in the year beginning in 2016-17.

DATA ANALYSIS INFORMING THE DEVELOPMENT OF THE SLO

Educators review all available data when setting goals for their professional practice and improvements in student outcomes. A holistic approach is taken to data analysis and professional reflection. In addition to reviewing data collected by the educator, the educator must also review the following data provided by DPI, as appropriate to their individual role.

PRINCIPALS

In setting an SLO, principals must not only review data collected by their educators or themselves across the school-year, but also the following data provided by DPI:

- Principal, Teacher, and Schoolwide Reading Value-Added:** When developing SLOs, principals must review individually, as well as with other district principals (where available) and teachers, principal value-added data, as well as teacher value-added data aggregated at both the grade level and content area (e.g., schoolwide reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other principals or administrators could inform the development of an SLO that aligns to district improvement plans and/or goals. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other principals or administrators could provide the opportunity to share best practices and successful strategies which support district improvement plans and/or goals.
- Graduation Rate:** When developing SLOs, high school principals must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their students. This analysis can inform the development of SLOs if graduation rates are an area needing growth and professional practice goals to support the improvement of graduation rates. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

TEACHERS

- Teacher Value-Added and Schoolwide Reading:** When developing SLOs, teachers must review individually, as well as with teacher teams at both the grade level and across the content area (e.g., schoolwide

reading value-added), to identify trends (i.e., strengths and areas for growth) across time. These trends can inform SLOs or professional practice goals, based on areas of need. Working in teams with other teachers could inform the development of a team SLO that may align to a School Learning Objective identified by the principal. Value-added trends may also illuminate strategies that have worked well, based on areas of strength, and can support ongoing instructional efforts. Working in teams with other teachers could provide the opportunity to share best practices and successful strategies, which support school improvement plans and/or goals.

- **Graduation Rate:** When developing SLOs, high school teachers must review graduation rate data across time to identify positive or negative trends regarding the matriculation of their school's students. During this review, teachers should reflect on how their practice has supported the trends within the graduation rate data. Teachers should also review the data in vertical and horizontal teams to review school (and district) practices which positively and negatively impact graduation rates. This analysis can inform the development of SLOs, as well as professional practice goals, to support the improvement of graduation rates of the educator's students. This review can also illuminate the success of various college and career ready strategies implemented by teachers and across the school to be modified or duplicated.

Educators are not required to develop a goal based on these data or to develop a goal with the intention to improve these data, unless the data indicates that is necessary. *As always, the purpose of the Educator Effectiveness System is to provide information that is meaningful and supports each individual educator's growth in their unique roles and contexts.* By reviewing multiple data points, including those listed above, the educator has access to a more comprehensive view of their practice and a greater ability to identify areas of strength and need—both of which can inform the development of goals, as well as instructional/leadership strategies which can support progress towards goals.

Note: Due to the lag in data provided by DPI to districts, as well as the date in the year in which the data is provided to the districts (i.e., the following year), educators should only use the data to review trends across time when developing an SLO. Educators should not use the data to score SLOs.

RUBRIC OVERVIEW

Both educators and evaluators will use the Scoring Rubric (below) to determine SLO and Outcome Summary Scores, respectively. Educators will self-score their individual SLOs in all years (Supporting and Summary Years). Evaluators will assign a holistic score considering all SLOs across the cycle—the implementation process and its impact on student progress. Drawing upon the preponderance of evidence and using the Scoring Rubric, evaluators determine an educator's holistic Outcome Summary Score by identifying the rubric level which *best describes* the educator's implementation process and student growth. This process of holistic scoring offers flexibility based on professional discretion. It allows evaluators to recognize student growth as well as professional growth across the Effectiveness cycle, which aligns with the purpose of the Wisconsin Educator Effectiveness System.

SCORING RUBRIC

Score	Criteria	Description (not exhaustive)
4	Educator engaged in a comprehensive, data-driven process that resulted in exceptional student growth.	Based on evidence aligned to the SLO and Outcome Process Guide, the educator set rigorous, superior goal(s) based on a comprehensive analysis of all required and supplemental data sources; skillfully used appropriate assessments; continuously monitored progress; strategically revised instruction based on progress monitoring data; and reflected on the process across the year/cycle in a consistent, accurate, and thoughtful way.
	Student growth has exceeded the goal(s).	Evidence indicates the targeted population's growth exceeded the expectations described in the goal.

3	<p>Educator engaged in a data-driven process that resulted in student growth.</p> <p>Student growth has met goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set attainable goal(s) based on a comprehensive analysis of all required and supplemental data sources; used appropriate assessments; monitored progress; adjusted instruction based on progress monitoring data; and reflected on the process across the year/cycle in an accurate or consistent way.</p> <p>Evidence indicates the targeted population met the expectations described in the goal.</p>
2	<p>Educator engaged in a process that resulted in inconsistent student growth.</p> <p>Student growth has partially met the goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set a goal; used assessments; inconsistently monitored progress; inconsistently or inappropriately adjusted instruction; and reflected on the process across the year/cycle in an inconsistent and/or inaccurate way.</p> <p>Evidence indicates the targeted population partially met expectations described in the goal.</p>
1	<p>Educator engaged in a process that resulted in minimal or no student growth.</p> <p>Student growth has not met the goal(s).</p>	<p>Based on evidence aligned to the SLO and Outcome Process Guide, the educator set inappropriate goal(s); inconsistently or inappropriately used assessments; did not monitor progress; did not adjust instruction based on progress monitoring data; and did not reflect on the process across the year/cycle in a consistent, accurate, and thoughtful way.</p> <p>Evidence indicates the targeted population has not met the expectations described in the goal.</p>

SMART Goal Guidelines

The Wisconsin Educator Effectiveness System encourages the use of SMART goals when setting both professional practice and SLO goals. The concept of SMART goals was developed in the field of performance management. SMART is an acronym standing for **Specific, Measureable, Attainable, Results-based, and Time-bound**.

Specific goals are those that are well-defined and free of ambiguity or generality. The consideration of “W” questions can help in developing goals that are specific:

What? - Specify exactly what the goal seeks to accomplish.

Why? - Specify the reasons for, purposes or benefits of the goal.

Who? - Specify who this goal includes or involves.

When? - Specify the timeline for the attainment of the goal.

Which? - Specify any requirements or constraints involved in achieving the goal.

Measurable goals are those which have concrete criteria for measuring progress toward their achievement. They tend to be quantitative (how much? how many?) as opposed to qualitative (what’s it like?).

Attainable goals are those that are reasonably achievable. Goals that are too lofty or unattainable will result in failure, but at the same time, they should involve extra effort to achieve. In either extreme (too far-reaching or sub-par), goals become meaningless.

Results-based goals are those that are aligned with the expectations and direction provided by the district or building goals. They are goals that focus on results and are relevant to the mission of an organization such as a school, helping to move the overall effort of a school forward.

Time-bound goals occur within a specified and realistic timeframe. Often in schools, this timeframe may be a school year, although it could be a semester, or a multi-year goal, depending on local contexts and needs.